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## According to students' views the assessment of Turkish literature books

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### Abstract

The purpose of this research is to evaluate Turkish Literature lesson book according to students' views. For the research, description method has been used as a means of data collecting in the study. In the first section of the survey form, students' some of personal information, questions about a measuring tool with three levels consisted of 39 items in Likert style which was prepared by researchers have been used. Items graded in the scale as 'I don't agree', 'I'm hesitant', and 'I agree' have been marked in order of 1, 2, and 3. 9-12 class students having education at Siirt secondary schools in 2009-2010 Education Teaching year of spring term have composed of the phase of the study. After sorting out students reached for the implementation that filled the survey matters deficiently or answer survey matters without giving required precision, data received from the rest of 1381 students have been collected. Survey's level of cronbach alpha reliability coefficient has been determined as 0.76 with the reliability study done over collected data. In the analysis of data resolved with SPS programme in computer atmosphere, descriptive statistics, average, standard deviation, unrelated groups t-test, one way variance analysis, methods of multiple comparison have been resorted. Grade of meaningfulness has been received as 0.05. In the analysis's, views of students about Turkish literature lesson books 'adequacy have been given by means of research findings and results.

*Keywords: Constructionalism, Teaching Programme, Lesson Book, Turkish Lesson Book*

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### 1. Introduction

Lesson books are the most important teaching means for helping teachers and students in teaching-learning process. They are referred as printed works which will be implemented in every kind and level of formal and common education institutions, subjects prepared according to teaching programmes being used with the aim of learning. (MEB, 1995:598).

Besides including information, being a fact, whose permanence, accuracy, variability can be debated, lesson books are lesson resources helping in visual, perceptional, mental, intellectual achievements (Demirel, 2007: 48).

Lesson books have to be prepared by taking into account their functions in education. Some views about lesson books 'position and importance in education and teaching are;

*'One of the items affecting success of programme is lesson book. Lesson books are basic materials building bridge between programme and student. A good lesson book is a basic material giving idea about programmes' other aspects to everybody affected from programme.* (Küçükahmet, 2003:13).

In our country's education teaching institutions, lesson books are used as a tool at most. Lesson book has a common usage on account of some reasons such as simplicity of using, simplicity of accessibility, being economic, giving information in short and basically, technological equipments' (computer, overhead projector, projection tools) not being able to be reached easily to the every region of our country.

Lesson books are tools having one of the biggest contributions in developing students' cognitive, sensorial and kinesthetic abilities. Qualitative education comes into being with qualitative books. Book teaches to human merits of

society, right and responsibilities he lives in. It provides to recognize, comment, and make analysis-synthesis of homeland and equipments that will keep individual on his feet in globalizing world. (Baştürk, 2005, 38).

Lesson books should be properly planned and prepared firstly according to students' ages and development properties, readiness level, needs. This principle with respect to student. If the center of the education is student, this principle should be kept in mind. This subject should be taken into account in activities that will be proposed and carried out in lesson books.

In this research, especially Turkish Literature lesson books' process being one of the fundamental components of education programme and receiving students' views related to adequacy in terms of proposed activities that will be implemented in this process have been studied.

It is known that excitement, comprehension and competency about literature, research activities of school or outside school will be arranged around lesson books. For this reason, lesson books have been determined as the most important tools in Turkish Literature lessons' teaching programme and subjects that should be paid attention in preparing Turkish Literature lesson books have been stated shortly with matters. This criterion has been given below. (MEB, 2005, 20 – 21).

1. Texts have to be appropriate to general aims and basic principles of Turkish National Education.
2. Statements contrary to Atatürk Principle and Revolutions mustn't be included.
3. It has to be paid attention to literary text that will be selected being appropriate to our national culture, moral comprehension, laws, traditions, custom and usage, the indivisible integrity of our nation without staying away verbalism form and construction.
4. Dividing and ideological statements that will cause to politic polarization mustn't be included.
5. Texts must be in the quality of practicing lessons' general and special aims.
6. Texts that will be selected must be appropriate to levels of class and age.
7. Selected texts must direct students to good, excellent, correct things; they must have students acquire good habits.
8. Texts must have precedent properties in terms of language, verbalism and contents.
9. Text must reflect evident properties of terms and movements that were written.
10. Selected texts must be appropriate to implement the stated aims and achievements in the units
11. Since historical development of Turkish language is comprehended better Epic Term (from Turkish Literature before Islam), some parts of texts selected from Turkish Literature developed around Islam Civilization must be given with language and speech appropriate to their origin. However, processing must be done over texts translated into today Turkish.
12. Texts belonged to Turkish Literature developed around Islam Civilization must be selected from the ones that are simpler in terms of language.
13. Texts selected from World Literature must be received from works which were translated well.
14. Works selected for the comparative text studies must be from the implicit examples of literature that they represent.
15. In selecting texts, properties such as developing students' language enjoyment and consciousness, enriching their imagination world, disclosure their interests and capabilities must be taken into consideration.
16. Texts must contribute to students' self-development.
17. It must be taken care that Art texts with art values; instructive texts with informative functions should be selected from among the works which represent their periods the best.
18. Texts must be selected in appropriate length to the period that will be manipulated.
19. With the aim of providing variability in texts and providing students to come across with more different texts, a text must be chosen unless there is an obligation from the same artist in the same class.

## 2. Method

In order to get high schools students' opinions about Turkish Literature lesson books, scanning model has been preferred. For this, survey data collecting means have been utilized. Survey matters have been prepared by benefiting from Language and Verbalism lesson teaching programme, the researches made relation with lesson books, subject field lesson books and from different theoretical sources. In prepared survey, matters with respect to activities proposed in Language and Verbalism lesson books have been contained. In the first section of the survey

form, some of students' personal information, questions about their classes, branches and schools have been used; in the second section, matters graded in order of 1,2,3, as 'I don't agree', 'I'm hesitant', 'I agree', have been marked. Also, arithmetic average obtained for every matter, agreement level of every teachers to every matter have been graded as '1.00-1.67: 'I don't agree', '1.68-2.33': 'I'm hesitant', '2.34-3.00', 'I agree'. Students in Siirt's secondary schools, in 2009-2010 Education teaching autumn term have composed of the state of the study. In exemplification, 1381 students chosen with random samplings in these schools have been included. Survey' level of cronbach alpha reliability coefficient has been discovered as 0.76 in the study of reliability done over data received from students. Data analysis, resolved SPSS 15.0 programme in computer atmosphere, average, standard deviation, independent sampling

t-test, variance analysis with one way, Post-HOC LSD test from multiple comparative methods have been used. Meaningfulness degree has been received as 0.005.

### 3. Findings

In the consequence of descriptive and statistical analyses, findings obtained from high school students' ideas related to Turkish literature lesson books have been stated below.

**Chart1a. Descriptive Findings**

	Level Grade				Sufficiency View				
	9. Grade	10. Grade	11. Grade	12. Grade	Quite insufficient	Insufficient	Hesitant	Sufficient	Quite sufficient
Woman	60	67	189	192	66	181	130	105	26
Man	43	119	338	373	133	305	200	201	34
Total	103	186	527	565	199	486	330	306	60

As seen in the chart, proximately %50 of students have seen Turkish Literature lesson books 'insufficient' in terms of activities, just about %5 are 'hesitant', the rest of about %25 find Turkish Literature lesson books sufficient in terms of activities.

**Chart1b. Descriptive findings**

	Branch			Types of School					
	Science Knowledge	Social Sciences	Turkish Math	Part1	General High School	Vocational High School	High School with Multiple Programme	Anatolia and Science High School	Teacher High School
Woman	126	116	161	105	214	81	65	131	17
Man	230	209	342	92	382	109	132	229	21
Total	356	325	503	197	596	190	197	360	38

**Chart2. Descriptive Findings Of Survey Items**

	ITEMS	I don't agree		I'm hesitant		I agree		Arithmetic Average	Level
		N	%	N	%	N	%		
1	Language of reading passages is clear and comprehensible appropriate to my level. .	466	33,7	294	21,3	621	45,0	2,11	Hesitant
2	Measuring and assessment questions at the end of units support my learnings relating to subject. .	398	28,8	218	15,8	765	55,4	2,26	Hesitant
3	<b>There are sufficient amount of activities to acquire students' desired capabilities.</b>	<b>678</b>	<b>49,1</b>	<b>345</b>	<b>25,0</b>	<b>358</b>	<b>25,9</b>	<b>1,76</b>	Hesitant
4	Pre-preparation activities have been arranged sufficiently.	<b>660</b>	<b>47,8</b>	<b>390</b>	<b>28,5</b>	<b>327</b>	<b>23,7</b>	<b>1,75</b>	Hesitant
5	Activities have been made monotonous and always in the same way.	679	49,2	322	23,3	380	27,5	1,78	Hesitant
6	Activities intended for reading comprehension passages have been given sufficiently.	561	40,6	331	24,0	489	35,4	1,94	Hesitant
7	Activities have provided us to construct information related to subject ourselves.	551	39,9	338	24,5	492	36,5	1,95	Hesitant
8	<b>Activities have been associated with up-to-date life sufficiently.</b>	<b>729</b>	<b>52,8</b>	<b>320</b>	<b>23,2</b>	<b>332</b>	<b>24,0</b>	<b>1,71</b>	Hesitant

9	Activities have been associated with other lessons sufficiently.	780	56,5	344	24,9	257	18,6	1,62	Not agree
10	Attractive activities different from each other haven't been included.	346	25,0	266	19,3	769	55,7	2,30	Hesitant
11	Activities have provided students to express themselves sufficiently.	651	47,2	343	24,8	387	28,0	1,80	Hesitant
12	Measuring and assessment activities haven't provide me to resolve my learning deficiencies	449	32,5	367	26,6	565	40,9	2,08	Hesitant
13	Collaborative group studies have been included little.	637	46,1	362	26,2	382	27,7	1,81	Hesitant
14	I have easily associated the content of text with pictures.	534	38,7	312	22,6	535	38,7	2,00	Hesitant
15	Visual shapes simplifying learning have been benefited sufficiently	698	50,5	304	22,0	379	27,4	1,76	Hesitant
16	Reading passages have been chosen appropriately according to my development level.	509	36,9	297	21,5	575	41,6	2,04	Hesitant
17	I have been able to explain the main idea of the reading passages at the end of activities.	378	27,4	316	22,9	687	49,7	2,22	Hesitant
18	Activities in the book have been able to provide me to reach the vice-idea desired to be given in the passages.	493	35,7	358	25,9	530	38,4	2,02	Hesitant
19	Activities have been arranged in the form of that all students can participate.	638	46,2	355	25,7	388	28,1	1,81	Hesitant
20	Activities providing me to be active haven't been included sufficiently .	313	22,7	354	25,6	714	51,7	2,29	Hesitant
21	Activities have provided me to socialize by working in collaboration with my friends.	738	53,4	306	22,2	337	24,4	1,70	Hesitant
22	Activities have been arranged without taking into account our school and classes' physical conditions.	224	16,2	318	23,0	839	60,8	2,44	Agree
23	Activities have provided us to develop positive attitudes to Turkish Literature lesson.	558	41,8	338	25,9	446	32,3	1,90	Hesitant
24	Reading passages have been arranged in quality of endearing Turkish us.	610	44,2	355	25,7	416	30,1	1,85	Hesitant
25	Reading passages aren't in the quality of redounding our reading interests.	388	28,1	381	27,6	612	44,3	2,16	Hesitant
26	Questions at the stage of checking activities in instructive texts provide me to comprehend the passage better.	452	32,7	405	29,2	526	38,1	2,05	Hesitant
27	Activities have provided me to benefit from communicative tools with multiple aspects.	705	51,0	347	25,1	329	23,8	1,72	Hesitant
28	Activities have provided me to comprehend the importance of solving problems by interacting and speaking.	613	44,4	385	27,9	383	27,7	1,83	Hesitant
29	Comprehension and interpreting activities have provided me to construct new information concerning with the subject.	511	37,0	362	26,2	508	36,8	1,99	Hesitant
30	Plenty of example have been benefited in comprehension and interpretation activities.	676	49,0	356	25,8	349	25,3	1,76	Hesitant
31	Comprehension and interpretation activities provide us to learn the subject by discussing and interrogating.	533	38,6	363	26,3	485	35,1	1,96	Hesitant
32	Activities haven't been prepared with a student-based understanding that students are active.	323	23,4	404	29,3	654	47,4	2,23	Hesitant
33	Activities have been arranged by taking into account student's individual differences.	651	47,1	393	28,5	337	24,4	1,77	Hesitant
34	Activities have provided students to develop positive attitudes to lesson and school.	596	43,2	369	26,7	416	30,1	1,86	Hesitant
35	Measuring and assessment activities have been prepared in the form enclosing all subjects.	618	44,8	371	26,9	392	28,4	1,83	Hesitant
36	Measuring and assessment activities have been arranged in the form of not affecting student's self confidence negatively.	463	33,5	428	31,0	490	35,5	2,01	Hesitant
37	Activities in the lesson books have contributed me in preparing university.	761	55,1	314	22,7	306	22,1	1,67	Not agree
38	Questions, at the of checking activities in narrative, instructive and poetic texts, provide me to understand the passages better.	459	33,2	331	24,0	591	42,8	2,09	Hesitant
39	Measuring and assessment questions provide met o make self-image about my learning.	451	32,7	390	28,2	540	39,1	2,06	Hesitant

In this study that Turkish Literature lesson book has been evaluated in terms of activities, descriptive findings of students' ideas regarding to books have been stated below.

In 3, 4, 8, 9, 10, 11, 13, 15, 19, 20, 21, 22, 25, 28, 30, 32, 33, 35 and 37 items, findings that most of the students have a negative judgment for activities in Turkish Literature lesson book have been reached.

Only in 1, 2, 5 and 17. items, findings that most of the students have a positive judgment for activities in Turkish Literature lesson book have been reached.

It has been determined that only about %30 students are ‘hesitant’ in all items in terms of proposed Turkish Literature lesson books activities.

In 6, 7, 12, 14, 16, 18, 23, 26, 31, 36, 38 and 39 items, finding that approximately %30 students have a positive judgment in terms of proposed activities in Turkish Literature lesson books has been found. It has been determined that about %30 students are hesitant for the same items and the other about %30 students have a negative judgment. While it has been determined whether there is a meaningful diversity between the ideas of students about Turkish Literature lesson book according to different variables.

In this, between 1 and 39, ‘I don’t agree’, 40-79 ‘I’m hesitant’ and 80-117 ‘I don’t agree’ have been accepted.

**Table3. t Test Finding According To Students’ Gender**

Groups	N	%	X	Sd	F	t	df	p
Woman	508	36,8	77,41	10,29	0,09	3,59	1379	,00
Man	873	63,2	75,35	10,30				

With the analysis results, it has been determined that there is a meaningful diversity ( $p=0.00<0.005$ ) between high school students’ ideas about Turkish Literature lesson book in terms of gender in aid of girl students. It can be said that girl students have a more positive judgment concerning with activities proposed in Turkish literature lesson books.

**Table 4a. Average of students according to class level**

Grups	N	%	X	Sd
9. class	103	7,5	79,35	10,11
10. class	186	13,5	80,48	10,15
11. class	527	38,2	75,02	10,24
12. class	565	40,8	75,08	9,71
Total	1381	100,0	76,11	10,34

As seen in the chart, the average of 10.grade students’ points has come out higher than the other classes.

**Table 4b. Findings of Variance Analysis with One Way According To Class Level**

	Sum of Squares	fd	Mean Square	F	p	Post -Hoc LSD	p
Between Groups	5862,65	3	1954,22	18,96	,00	9.class– 11.class	0.00
Within Groups	141867,4	1377				9.class-12.class	0.00
Total	147730,0	1380	103,02			10.class– 11.class	0.00
						10.class-12.class	0.00

With analysis results, it has been determined that there is a meaningful diversity ( $p=0.005$ ) between high school students’ ideas about Turkish literature lesson books in terms of class level. In order to appoint among which groups there is a meaningful discrepancy, Post-HOC LSD test has been applied. In the consequence of analysis, it has been stated that there is a meaningful diversity in aid of 9 and 10. grades. Taking into account this finding, it can be said that 9 and 10. grades students have a more positive approach to Turkish Literature lesson books in terms of activities.

**Table 5a. Condition of Finding Language and Verbalism lesson book Sufficient**

Grups	N	%	X	Ss
Quite Insufficient	199	14,4	69,07	9,483
Insufficient	486	35,2	73,24	9,17
Hesitant	330	23,9	78,04	9,09
Sufficient	306	22,2	81,82	9,57
Quite Sufficient	60	4,3	82,88	10,22
Total	1381	100,0	76,11	10,34

As seen in the chart, it has been determined a consistent proportion between the points of students received with their groups and students expressing their ideas related to sufficiency of Turkish Literature lesson book in terms of activities. The average total points of students who see Turkish Literature lesson books ‘insufficient’ in terms of

activities has come out the lowest (69,07). The average total points that see them 'quite sufficient' has been determined as (82,88) above the general average as (76,11).

**Table 5b. One way of Variance Analysis Findings According to The Student Branch**

	Sum of Squares	fd	Mean Square	F	p	Post -Hoc LSD	p
Between Groups	27798,19	4	6949,54	79,73	0.00	Quite insufficient -Hesitant	0.00
						Quite insufficient- Insufficient	0.00
Within Groups	119931,85	1376	87,16			Quite insufficient - Sufficient	0.00
						Quite insufficient – Quite sufficient	0.00
						Insufficient – Hesitant	0.00
Total	147730,04	1380				Insufficient – Sufficient	0.00
						Insufficient – Quite sufficient	0.00
						Hesitant – Sufficient	0.00
						Hesitant –Quite sufficient	0.00

With analysis results, it has been determined that there is a meaningful diversity ( $p=0.000<0.05$ ) between the views of high school students related to Turkish Literature lesson books in terms of finding Turkish Literature lesson book 'sufficient'. In order to determine among which groups there is a meaningful discrepancy, Post-HOC LSD test has been applied. In the result of analysis, it has been assigned that there occurred a meaningful diversity in aid of students' average points viewing Turkish Literature lesson books as 'sufficient', 'quite sufficient'. According to this finding, it can be said that the ones' opinions who see them 'quite insufficient', and 'insufficient' about Turkish Literature lesson books are negative compared with the other groups.

**Table 6a. Students' Branches They Engaged In**

Grups	N	%	X	Ss
Science	356	25,8	76,74	11,63
Social Sciences	325	23,5	76,12	10,00
Turkish Math	503	36,4	75,24	9,71
Part-I	197	14,3	77,14	9,88
Total	1381	100,0	76,11	10,34

As seen in the chart, the fact that students' being in different branch isn't an important variable in changing students' ideas about Turkish Literature lesson book can be seen from the close relation with average total points of students.

**Table 6b. Findings of One way Variance Analysis according to Students' Branch**

	Sum of Squares	fd	Mean Square	F	p
Between Groups	728,56	3	242,85	2,275	,078
Within Groups	147001,48	1377	106,75		
Total	147730,04	1380			

With analysis results, It has been assigned that there isn't a meaningful diversity ( $p=0.078>0.05$ ) between students' opinions relating to Turkish Literature lesson books in terms of the branches they engaged in. Thanks to this finding, it can be said that branch discrepancy isn't a significant variable in terms of students' opinions regarding to Turkish Literature lesson books.

**Table 7a. Type of Students' Schools**

Grups	N	%	X	Ss
General High School	596	43,2	77,4698	10,45
Vocational High School	190	13,8	76,8263	9,41
High School With Multiple Programme	197	14,3	73,3756	9,45
Anatolia and Science High School	360	26,1	75,2389	10,80
Teacher High School	38	2,8	73,6579	9,49
Total	1381	100,0	76,1108	10,34

As seen in the Table above, it can be said that type of school is a determinative variable in terms of students' opinions regarding to Turkish Literature lesson books. According to this, it has been found that the average total



points of students engaged in general high schools and vocational high schools is bigger than the average total points of students particularly in high schools with multiple programme schools and teacher high schools.

**Table 7b. Findings of One Way Variance Analysis According to Students' School Types**

	Sum of Squares	fd	Mean Square	F	p	Post-Hoc LSD	p
Between Groups	3174,113	4	793,528	7,553	,000	GHS - VHS	0.00
Within Groups	144555,936	1376	105,055			GHS - AHSS	0.01
Total	147730,049	1380				GHS - THS	0.02
						VHS - HMPS	0.00
						HMPS - AHSS	0.04

With analysis results, it has been determined that there is a meaningful diversity ( $p=0.005$ ) between high school students' opinions regarding to Turkish Literature lesson books in terms of students' school types they engaged in. In order to appoint among which groups there is a meaningful diversity, Post HOC LSD test has been applied to. In the analysis result, a meaningful diversity has been appointed in aid of average's total points of students in general high school and vocational high school.

## Conclusion and Proposals

In this study that high school student' ideas regarding to activities in Turkish Literature lesson book have been evaluated; in the consequence of descriptive analysis, it can be said that students have negative opinions, by a big majority, regarding to the conditions stated below:

- *There aren't sufficient amount of activities to make students acquire desired capabilities.*
- *Pre-preparation activities haven't been arranged sufficiently.*
- *Activities haven't been associated with up-to-date life sufficiently.*
- *Activities haven't been associated with other lessons sufficiently.*
- *Visual shapes simplifying learning haven't been benefited sufficiently.*
- *Attractive activities different from each other haven't been included.*
- *Activities haven't provided students to express themselves sufficiently.*
- *Activities haven't been arranged in the form of that all students can participate.*
- *Activities providing them to socialize by working in collaboration with friends haven't been included sufficiently.*
- *Activities have been arranged without taking into account schools and classes' physical conditions.*
- *Reading passages haven't been arranged in quality of endearing Turkish us.*

According to this result, it can be said that the principle broadcasted by National Education Ministry (2005) 'In selecting text properties such as developing students' language enjoyment and consciousness, enriching their imagination world, disclosure their interests and capabilities must be taken into consideration.' has been disregarded.

- *Reading passages aren't in the quality of redounding students' reading interests.*
- *Activities haven't provided them to benefit from communication tools with multiple aspects.*
- *Plenty of samples haven't been benefited in reading interpretation activities.*
- *Activities haven't been arranged with a student-based understanding that students are active.*
- *Activities haven't been arranged by taking into account students' individual differences.*

According to this result, it can be said that the principle stated in the Turkish Literature lesson teaching programme broadcasted by National Education Ministry, 'Texts that will be selected must be appropriate to level of class and age has been disregarded.

- *Activities in lesson book haven't contributed students to prepare for university.*
- *Measuring and assessment activities haven't prepared in the form of enclosing all subjects.*

Average total points of girl students' opinions regarding to Turkish Literature lesson is bigger than the boys. With this finding, it could be said that boy students find activities in the Turkish Literature lesson books more insufficient. In the analysis made according to class level, it could be said that 9 and 10. grade students' opinions about Turkish Literature lesson are more positive than the other grade students.

Average of total points of students' opinions who view Turkish Literature lesson book 'insufficient', 'quite in sufficient' in terms of lesson books' satisfactoriness variability has come out-directly proportional- lower than average of total points of students who view it 'I'm hesitant', 'Sufficient', and 'Quite sufficient'. According to this, it can be said that there is a direct proportion between independent variable determined with the aim of classifying students in terms of their opinions and students' ideas in survey items which reflect dependent variable.

In terms of branch it has been assigned that there isn't a meaningful diversity between high school students' ideas about Turkish Literature lesson books. According to this result, it can be said that branch discrepancy isn't a meaningful variable in terms of ideas regarding to Turkish Literature lesson books.

In terms of students' classes they are engaged in a meaningful diversity has been found between students' opinions of average points in aid of general high school and vocational high school students. According to this, it can be said that Anatolia and Science high school, high schools with multiple programme high schools' and teacher high schools' successful students who settle in these schools at high level have a negative opinion regarding to activities in Turkish Literature lesson book and view Turkish Literature lesson books insufficient.

In literature scanning done, it has been stated that adequate researches haven't been implemented related to secondary school's lesson books prepared by taking the constructivist understanding basically. It has been assigned that the number of researches done regarding with lesson books especially Turkish Literature is so few.

In the study carried out by Çelebioğlu (2007), It has been tried to determine whether text-relation will be used in poem texts in lesson books prepared according to new programme. In the research lesson books used in 2006-2007 teaching year and dispatches between texts in poem texts in this lesson book have been used as a means of data collecting. In the end of research, it has been found that poem texts have used dispatches between themes to the tradition, significant sources, proverbs and idioms; but, it hasn't been found that poems' making dispatch in both classes' books make dispatches between classes. As a consequence, It has been discovered that these poems were settle in books randomly. It has been thought that those who prepare lesson books and curriculum programme should have more conscious approaches.

In his research, Keleş (2009) has tried to determine how much visual intelligence, interpersonal intelligence and intrapersonal intelligence in 9. grade Turkish Literature lesson books ,prepared properly according to Turkish Literature lesson secondary school programme made its application by NEM in 1997 and 2005, have been contained. In the study evaluated with descriptive research method, 9. grade Turkish Literature lesson book prepared in 1992-2005 have been tried to make comparison in terms of different types of intelligence. In the end of research, it has been determined that activities intended for all intelligence types have been included; but, intrapersonal intelligence type has been disregarded, individual studies helping students construct identity haven't been contained sufficiently.

In his research, Kum (2005) have investigated new literature programme accepted in 2005 and began to be carried out and Divan poems in 9.and 10. grades Turkish Literature lesson books prepared appropriately to Turkish Literature programme carried out in previous years in terms of multiple intelligence theory. In the end of the research, in the consequence of our investigation that includes 9 and 10. grades achievements and activities prepared in the light of constructivist approach, it has been observed that the achievements are appropriate to multiple intelligence theory largely to verbal intelligence; kinesthetic and natural intelligence haven't been contained.

It could be said that samples of research above have covered results supporting findings of this research even with a small amount.

Proposals below can be given ranged with both previous research results given and results of this study.

- Sufficient activities must be included for the purpose of capabilities desired to make students acquire.
- Pre-preparation activities must be arranged sufficiently.
- Activities must be associated with up-to-date life sufficiently.
- Activities must be associated with other lessons adequately.
- Visual shapes simplifying learning must be benefited adequately.
- Attractive activities different from each other must be included.



- Activities must provide students to express themselves sufficiently.
- Activities must be prepared in the form that all students can participate.
- Activities helping them be active must be contained sufficiently.
- Activities must provide them to socialize by working in collaboration.
- Activities must be prepared by taking into consideration .school and classes physical conditions.
- Reading passages must be prepared in the quality of endearing Turkish to students.
- Reading passages must be in the quality of redounding students' reading interests.
- Reading passages must provide them to benefit from communication tools with multiple aspects.
- Plenty of samples must be utilized in reading interpretation activities.
- Activities must be prepared with student-based understanding.
- Activities must be arranged by taking into consideration students' individual differences.
- Activities in the lesson book must contribute to students' preparing for university.
- Measuring and assessment activities must be prepared in the form of enclosing all subjects.

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